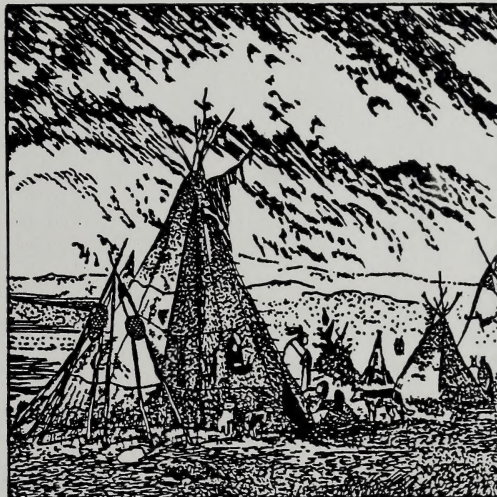
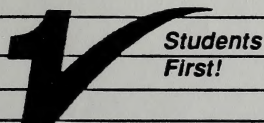


Achievement Testing Program Bulletin

# Grade 3 Social Studies



1991-92 School Year



**Students  
First!**

**Student Evaluation**

**Alberta**  
EDUCATION

## GENERAL INFORMATION

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about what students know and can do in relation to the objectives of the Program of Studies. It does not provide information to be used for student placement or promotion.

The achievement tests are administered on a four-year cycle in four subject areas - Language Arts, Social Studies, Mathematics, and Science - and at three grade levels - 3, 6, and 9.

The achievement tests are specific to the Program of Studies prescribed by the Minister of Education. Classroom teachers from across the province are extensively involved in developing and field testing the questions.

Information pertaining to the nature and administration of the achievement testing program, exemptions, and students receiving instruction in French can be found in the *Achievement Testing Program General Information Bulletin*, 1991-92, which has been mailed to all superintendents and principals.

During 1992, the achievement tests will be administered according to the following schedule:

Tuesday, June 9, 1992

Grade 3 Social Studies (a.m.)

Grade 6 English Language Arts    Part A: Writing (a.m.)  
Part B: Reading (p.m.)

Grade 9 Mathematics\* (a.m.)

Thursday, June 11, 1992

Français 6<sup>e</sup> Année      Part A: Writing (a.m.)  
Part B: Reading (p.m.)

\*A French translation of this test is available and must be administered at the same time as the English test. Schools will be sent special forms from Alberta Education by February 1992 requesting an indication of which test versions are required (English or French). These forms must be returned through jurisdiction offices by March 6, 1992.

## Reporting Achievement Test Results

In September 1992, each school jurisdiction will receive a district profile and school reports for their students' achievement, as well as guidelines for interpreting these results in relation to provincial standards.

In December 1992, provincial results will be made public through the annual *Achievement Testing Program, Provincial Report*.



## **Broadened Assessment Initiatives**

During the past year, the Student Evaluation Branch initiated the development of assessment instruments designed to collect a broader base of information in order to provide a better picture of what students know and can do. This development resulted in the field testing of these instruments in the spring of 1991.

- Grade 3 - across curriculum portfolio assessment  
- across curriculum thematic test
- Grade 6 - performance tasks in mathematics and science  
- aural communication skills in language arts
- Grade 9 - performance tasks in mathematics and science  
- participation skills in social studies

Later this fall, information describing the above broadened assessment instruments will be communicated to all schools and jurisdictions. This will include examples from the instruments and some preliminary results of student performance. The Student Evaluation Branch will continue to develop, revise, construct, and field test broadened assessment instruments in the coming year. For further information, contact Greg Hall, Acting Program Manager, Achievement Testing Program at 427-0010.

## **GRADE 3 SOCIAL STUDIES ACHIEVEMENT TEST**

### **General Description**

The test consists of 50 questions to be answered in the test booklet. There is no separate answer sheet.

The total writing time for the test is 60 minutes. Ample time has been provided for most students to complete the test. The test is divided into three equal parts. It is recommended that rest breaks of approximately 10 minutes be given to the students between each 20-minute portion of the test.

The test will be administered on the morning of June 9, 1992.

### **Content of the Test**

The test is based on the Revised 1990 Social Studies Component of the Program of Studies for Elementary Schools, Alberta Education. All test questions are drawn from the content of the three topics prescribed for Grade 3:

- Topic A: My Community in the Past, Present, and Future
- Topic B: Communities Need Each Other
- Topic C: Special Communities

The knowledge component and process skills have equal emphasis on the test. Each question evaluates both knowledge and skill objectives.

Participation skills as well as attitude objectives are not directly evaluated on this test. However, teachers should be aware that such skills contribute to students' abilities to do the test.

## Confirming Standards

Confirming Standards is a process whereby teachers are asked to make judgments about the achievement test to answer the question of whether province-wide performance is good enough. For more information on the confirming standards process, refer to the *Provincial Report, Achievement Testing Program June 1990 Administration*. For more information on the selection of teachers for participation in the confirming standards process, refer to the *Achievement Testing Program, General Information Bulletin, 1991-92*.



1992 GRADE 3 SOCIAL STUDIES ACHIEVEMENT TEST BLUEPRINT

(50 MACHINE-SCORED ITEMS)

PROCESS SKILL OBJECTIVES	TOPIC/CONCEPT REPORTING CATEGORY OBJECTIVES REPORTING CATEGORY	TOPIC A MY COMMUNITY IN THE PAST, PRESENT, AND FUTURE	TOPIC B COMMUNITIES NEED EACH OTHER	TOPIC C SPECIAL COMMUNITIES	PROPORTION OF TOTAL SCORE		
					16%	16%	18%
KNOWLEDGE OBJECTIVES	Understands generalizations, concepts, related facts, and content	16%	16%	18%	50%		
	Locating/organizing/interpreting information	17%	17%	16%	16%	16%	18%
	Geography and mapping						
	Analyzing/synthesizing/evaluating						
	PROPORTION OF TOTAL SCORE	33%	33%	34%	100%		

## SAMPLE QUESTIONS

Examples of machine-scored questions are presented on this and the following pages. The examples illustrate the nature and complexity of the questions that will appear on the test. Background information for each question is provided. In addition to having a keyed response, each question is classified according to the topic and objective on which it is based. The difficulty level of the questions, which indicates the percentage of students who answered the question correctly on field tests, is also given. For example, a difficulty level of 0.431 means that 43.1 per cent of the students answered the question correctly. Please note that this sample of questions contains examples of knowledge and skill questions for each of the three topics. The weight assigned to the different course objectives for the actual test are indicated in the blueprint on page 4 of this bulletin.

Teachers are encouraged to familiarize students with the types of questions that will appear on the achievement test by discussing these sample questions with them.

### Question 1

1. An example of a community is
- ☐ people riding in an airplane
  - ☒ children working in a classroom
  - ☐ a doctor working in an office
  - ☐ a janitor cleaning a school

Cognitive Process: The student is required to understand the meaning of community.

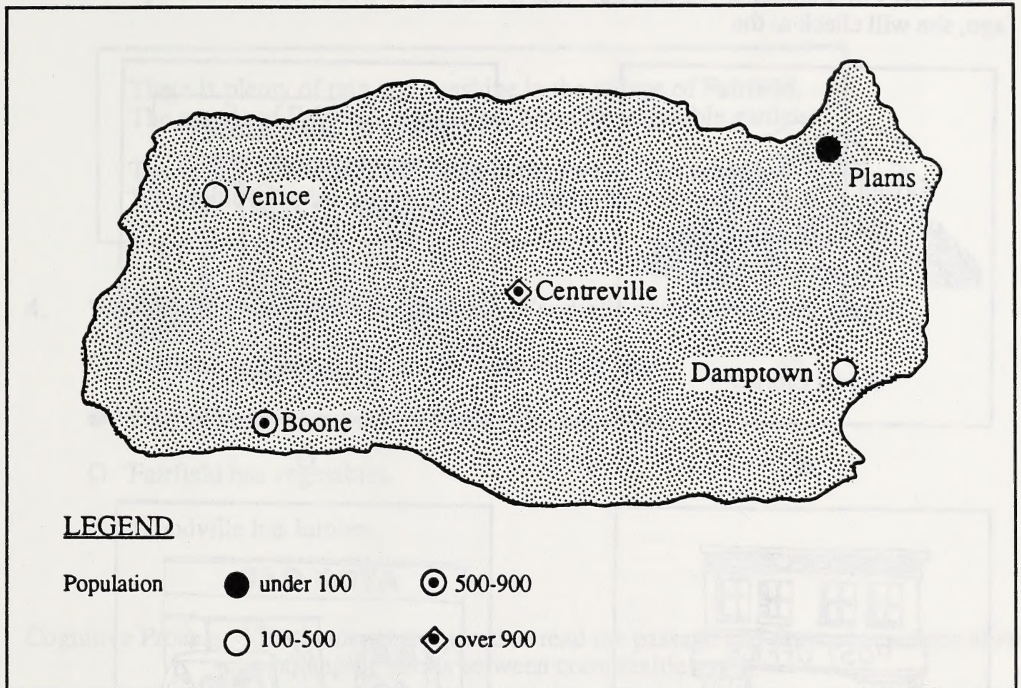
Curriculum Focus: Topic A  
Knowledge Objective: community

Difficulty Level: 0.751



## Question 2

Use the map and legend to answer question 2.



2. Which is the largest community?

- ☐ Venice
- ☐ Boone
- ☒ Centreville
- ☐ Plams

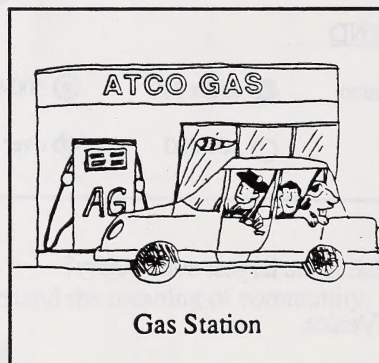
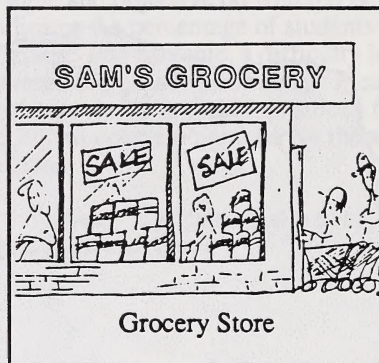
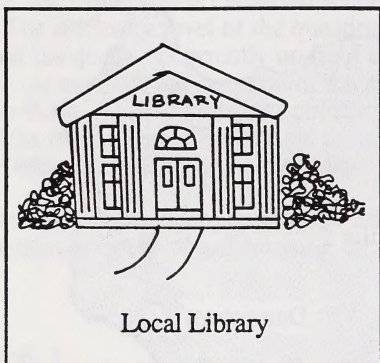
Cognitive Process: The student is required to read and interpret map symbols and use a legend.

Curriculum Focus: Topic A  
Skill Objective: geography and mapping

Difficulty Level: 0.622

### Question 3

3. Cassie lives in Southdale. To find out what it was like to live in Southdale 50 years ago, she will check at the



Cognitive Process: The student is required to understand the concept of past and then identify possible sources and location of information.

Curriculum Focus: Topic A  
Skill Objective: locate information

Difficulty Level: 0.842



#### Question 4

Read this story and answer question 4.

There is plenty of rain and sunshine in the village of Fairfield.  
The people of Fairfield grow large, beautiful vegetable gardens.

The village of Woodville is deep in the forest. The people of  
Woodville have lots of lumber for building their homes.

4. Why might the people of Fairfield and Woodville wish to exchange goods?

- ☐ Fairfield and Woodville are far from the big city.
- ☒ Fairfield needs lumber and Woodville needs food.
- ☐ Fairfield has vegetables.
- ☐ Woodville has lumber.

Cognitive Process: The student is required to read the passage and draw conclusions about exchanging goods between communities.

Curriculum Focus: Topic B  
Skill Objective: analyzing, synthesizing and evaluating

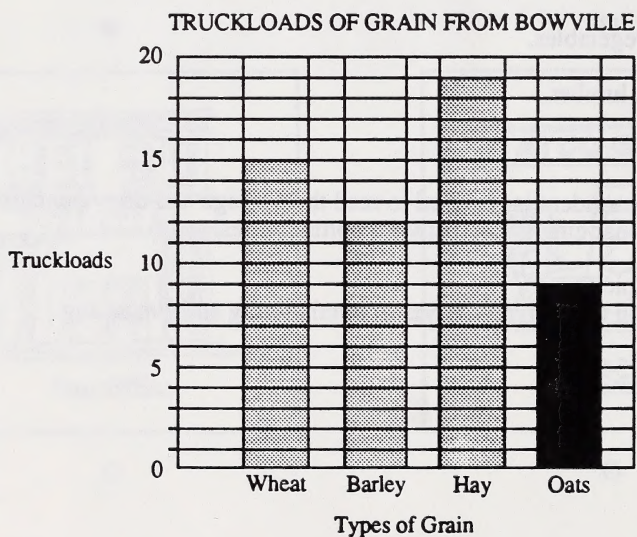
Difficulty Level: 0.734

### Question 5

5. Lee wanted to know how much grain is moved from her town every year. This is what she found:

Grain	Truckloads
Wheat	15
Barley	12
Hay	19
Oats	9

Complete Lee's bar graph for her:



Cognitive Process: The student is required to use, interpret, and complete a bar graph.

Curriculum Focus: Topic B

Skill Objective: locating, organizing, and interpreting information.

Difficulty Level: 0.663



## Question 6

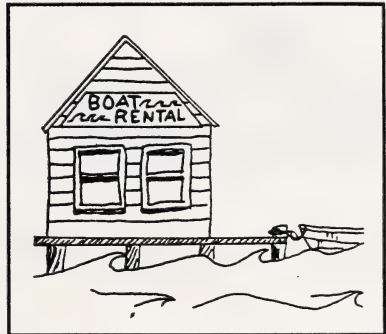
Use this information to answer question 6.

Creston is a fruit growing community and Stewart is a fishing community.

6. Which service is likely found in Creston?



☒ Tree spraying



☐ Boat rental



☐ Bait shop



☐ Fish cannery

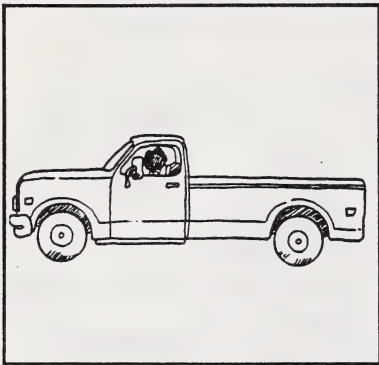
Cognitive Process: The student is required to understand the meaning of service.

Curriculum Focus: Topic B  
Knowledge Objective: service

Difficulty Level: 0.516

## Question 7

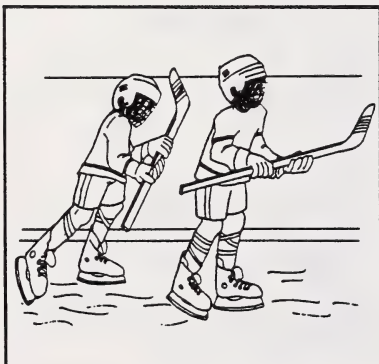
7. Which picture BEST shows people keeping a custom?



☐



☒



☐



☐

**Cognitive Process:** The student is required to interpret the pictures through viewing, and to understand the meaning of custom.

**Curriculum Focus:** Topic C  
Knowledge Objective: custom  
Skill Objective: interpret information

**Difficulty Level:** 0.757



## Question 8

8. Which is the BEST way to show respect for people of a special community?

- ☐ Make them see how different they are.
- ☐ Try to get them to be more like you.
- ☐ Help them to understand why they are wrong.
- ☒ Try to understand their lifestyle.

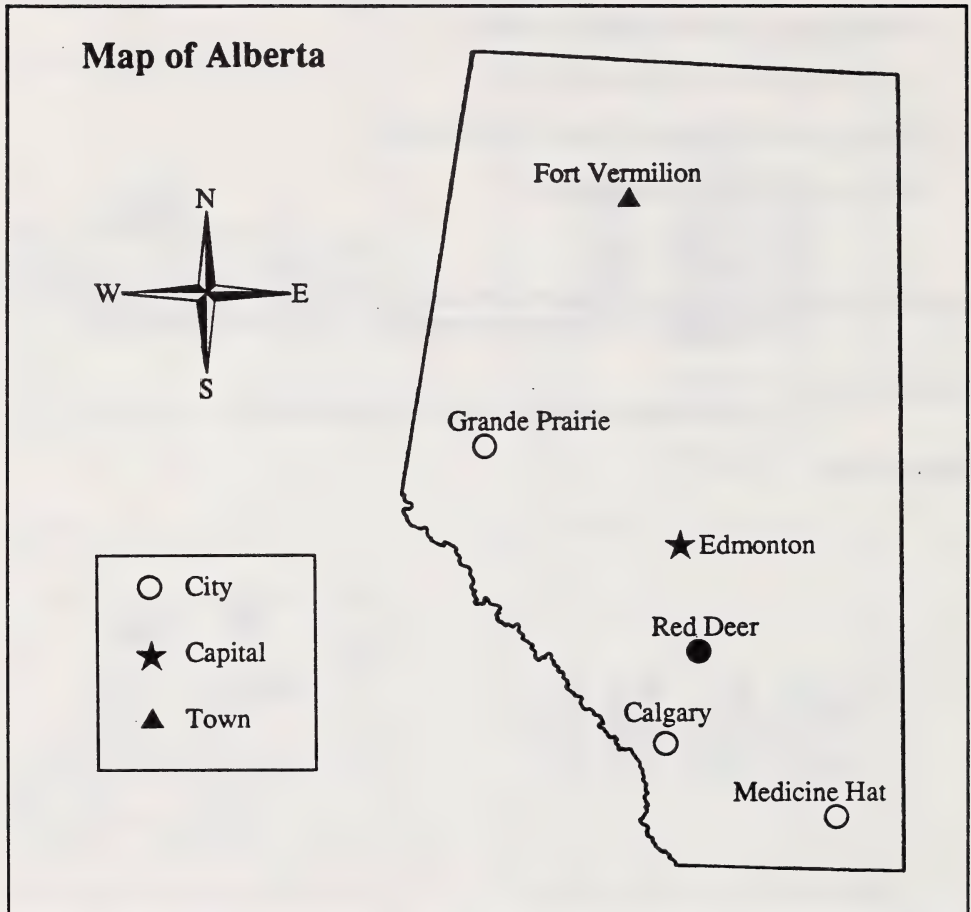
Cognitive Process: The student is required to understand that one way of showing respect for people of a special community is to try to understand them.

Curriculum Focus: Topic C  
Knowledge Objective: ways of showing respect

Difficulty Level: 0.691

### Question 9

Use this map of Alberta to answer question 9.



9. On the map, shade in the O of the community that is NEAREST to Edmonton.

**Cognitive Process:** The student must locate Edmonton on the map, understand the meaning of "nearest", and locate the community that is nearest to Edmonton.

**Curriculum Focus:** Topic C  
**Skill Objective:** geography or mapping, comparing distances on a nearer, farther basis

**Difficulty Level:** 0.790



## PERFORMANCE STANDARDS

### Target Group

The Grade 3 Social Studies course is intended for all students enrolled in the regular Grade 3 program.

### Purpose of Performance Standards

The Grade 3 performance standards statements will help educators develop a shared, provincewide understanding of *acceptable* and *excellent* standards for Grade 3 Social Studies.

These **DRAFT** statements describe what is expected of Grade 3 students who are achieving at the *acceptable* and/or the *excellent* standard on independent work at the end of the Grade 3 Social Studies program. Once finalized, these statements will represent the standards against which provincial and/or local levels of student achievement will be compared. By comparing actual provincial results with provincial standards, decisions can be made about whether achievement is in fact "good enough". The standards inherent in these statements are derived from the goals and objectives of Grade 3 Social Studies as presented in the 1989 Program of Studies.

### Acceptable Standard

Students achieving at the *acceptable* standard are expected to have an accurate understanding of the knowledge and skills fundamental to the program. Students meeting the acceptable standard are expected to demonstrate understanding of the concepts and generalizations based on factual information; however, they may have difficulty using and applying that information.

To meet the *acceptable* standard, students are expected to know the meaning of and difference between goods and services as well as to be able to identify examples of each.

Similarly, students achieving at the acceptable standard are expected to be able to perform the process skills that require basic understanding of concepts such as using cardinal directions. These students may have difficulty with the more complex process skills of analyzing, synthesizing, and evaluating.

### Standard of Excellence

It is expected that students achieving at the standard of *excellence* in Grade 3 Social Studies have internalized most, if not all, of the social studies concepts outlined in the Program of Studies. These students are expected to have an accurate understanding of the facts, concepts, generalizations as well as the application of process skills. They should be able to transfer their knowledge and understanding to unfamiliar situations.

In addition to the performance expected for the acceptable standard, students achieving the standard of *excellence* should be able to perform the more complex learnings of analyzing, synthesizing and evaluating. For example, these students should be able to draw conclusions about the positive and negative aspects of exchanging goods and services between communities.

## ALBERTA EDUCATION CONTACTS

Questions or comments regarding this bulletin should be directed to

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